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AUTHOR	Iverson, Maynard J.; Brown, Ronald A.
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ABSTRACT

A study was conducted to determine the role of vocational agriculture/agribusiness programs in the occupational success of program graduates from the southern region. Cooperating researchers in ten southern states administered a two-page questionnaire by mail to a sample of 1974 graduates of high school vocational agriculture/agribusiness programs. The 1,252 respondents were primarily male, age 22-23, caucasian, from rural homes, employed in a nonagricultural job or farming, and earning over $10,000 annually. A majority of respondents completed three or four years of vocational agriculture and Future Farmers of America (FFA) activities, held the chapter farmer degree, and had several years of supervised experience programs. Experiences in vocational agriculture/agribusiness received high ratings from the graduates. They were in less agreement about teacher assistance, but highly supportive of specific program functions. Ninety-two percent said they would enroll again if they had it to do over. (Eleven recommendations made by the researchers and an annotated bibliography are included.) (Author/LRA)

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THE ROLE OF HIGH SCHOOL VOCATIONAL AGRICULTURE/AGRIBUSINESS PROGRAMS IN THE OCCUPATIONAL SUCCESS OF GRADUATES

Research Report of a Southern Regional
Study in Agricultural Education

by

Maynard J. Iverson
Auburn University, Alabama

and

Ronald A. Brown
Mississippi State University

in cooperation with

E. Lamar Love, University of Arkansas
Clayton Spencer, Auburn University
Jimmy G. Cheek, University of Florida
Max B. McGhee, University of Florida
Ira Dickerson, University of Georgia
Joe Kotrlik, Louisiana State University
Charles Smith, Louisiana State University
Larry Jewell, North Carolina State University
James Key, Oklahoma State University
Don Herring, Texas A & M University
John Hillison, Virginia Polytechnic Institute and State University

The Research Committee of the Southern Region

September, 1979

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

The purpose of the study was to determine the role of vocational agriculture/agribusiness programs in the occupational success of program graduates from the Southern Region. Specific objectives were to:

1. Determine the current status of graduates of vocational agriculture/agribusiness programs for a selected year with regard to occupation, further education, economic level, and other demographic factors.
2. Ascertain the perceived value of the various components of the vocational agriculture/agribusiness programs as indicated by program completors.
3. Secure the reaction of program completers to recent and proposed changes in the vocational agriculture/agribusiness program.

Cooperating researchers in ten Southern states utilized a uniform procedure for conducting the state components of the study. Data were analyzed at Mississippi State University and state printouts were distributed to participating researchers. The regional report was developed by committee leaders.

The population consisted of the 1974 graduates of high school vocational agriculture/agribusiness programs in the respective states of the Southern region. Within each state, a 10% systematic sample of departments, stratified by district, was drawn. Graduates were administered a two-page questionnaire by mail. After one follow-up mailing, a 10% random follow-up of non-respondents was conducted via telephone.

The 1252 respondents were primarily male, age 22 - 23, Caucasian, from rural homes, employed in a non-agricultural job or farming, and earning over $10,000 annually. A majority of respondents completed three or four years of vocational agriculture and FFA,

held the Chapter Farmer degree, and had several years of supervised experience programs. Experiences in vocational agriculture/agribusiness received high ratings from the graduates; they were in less agreement about teacher assistance, but highly supportive of specific program functions. A significant 92% said they would enroll again, if they had it to do over.

The researchers concluded that the major components of the program are appropriate and should be continued and that modifications to serve off-farm agribusiness as well as farming are justified. Eleven recommendations were made and five suggestions were made for further study.

FOREWORD

A research effort encompassing ten states and nearly 1,300 respondents from a high-school-level program completed five years previously involves the cooperation, dedication and hard work of a number of people. Listed chronologically, and with but a brief mention of their fine contributions, are the following people who merit our sincere appreciation: the original Coordinating Committee appointed at the 1977 Southern Research Conference in Agricultural Education: Drs. J. D. Brown (Florida A & M University), Ron Brown (Mississippi State University), Glen Davis (Kentucky RCU), M. J. Iverson (Auburn University), Jim Johndrow (Oklahoma), Douglas Patterson (Alabama RCU), for their ideas and efforts in getting the project organized; the participating researchers listed on the title page, whose persistence and dedicated efforts made this publication possible; the teachers of vocational agriculture and other local and state officials in the participant states who assisted in identifying and locating 1974 graduates; the respondents, for their cooperativeness in taking the time and effort to furnish data for the study; the administrators in the participating Universities whose encouragement and support for participating committee members made the collection of data possible; the secretaries in the respective participant institutions, especially Ms. Flossi Blake at Auburn University and Mrs. Emilie Rossie at Mississippi State University, for an excellent job of work processing; the Department of Agricultural and Extension Education at Mississippi State University for providing computer processing of the data, and especially Mr. Mike Rossie for computer programming and Mrs. Emilie Rossie for data processing and interpretation work; Ms. Susan Crowder, Auburn School of Education Media Services, for art work on the report; Mr. Encil Dodge, Mrs. Barbara Connell and Dr. Chester Carroll, administrators of the Research Grant-in-Aid

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It is hoped that the research reported herein will be studied and utilized to improve the impact of vocational agriculture/agribusiness in the South and throughout the nation.

Maynard J. Iverson

Ronald A. Brown

TABLE OF CONTENTS

	PAGE
ABSTRACT	ii
FOREWORD	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	vii
I. PURPOSES AND PROCEDURES	1
Introduction	1
Objectives	2
Methods	2
Organization of the regional effort	2
Data Sources and Collection Procedures	4
II. FINDINGS	5
Demographic Data	5
State Response	5
Age	6
Sex	7
Race	8
Educational Level	8
Years of Vocational Agriculture	9
Membership in the FFA	9
Degree of FFA Membership	11
SOE Program	11
Involvement in Adult/Young Farmer Classes	12
Family Residence	12
Income Level	14
Occupational Status	14
Ratings of Vocational Agriculture/Agribusiness--FFA	16
Experience in the Program	16
Assistance Provided by Teachers	17
Functions of the Program	17
III. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	22
Recommendations	26
Suggestions for Further Study	28
ANNOTATED BIBLIOGRAPHY	30
APPENDIX	51

LIST OF TABLES

TABLE		PAGE
1	Number and Percentage of Responses to the Southern Regional Study of Vocational Agriculture Graduates by States	6
2	Ages of Respondents From the 10 States in the Southern Region	7
3	Sex of Respondents From the 10 States in the Southern Region	7
4	Racial Makeup of Respondents From the 10 States in the Southern Region	8
5	Highest Educational Level of Respondents From the 10 States in the Southern Region	9
6	Years of High School Vocational Agriculture Completed by Respondents From the 10 States in the Southern Region	10
7	Years of Membership in the FFA of Respondents From the 10 States in the Southern Region	10
8	Highest Degree of Membership in the Future Farmers of America Achieved by Respondents From 10 States in the Southern Region	11
9	Years That Respondents From 10 States in the Southern Region Were Involved in Supervised Occupational Experience Programs	12
10	Years That Respondents From 10 States in the Southern Region Were Involved in Adult/Young Farmer Classes in Agriculture	13
11	Location of Family Residence Reported by Respondents From the 10 States in the Southern Region	13
12	Annual Gross Income of Respondents From the 10 States in the Southern Region	14
13	Current Occupational Status of Respondents From 10 States in the Southern Region	15

TABLE PAGE

14 Ratings of Statements About the Vocational Agriculture/Agribusiness Program by Respondents From 10 States in the Southern Region 18

15 Ratings of Statements About Teacher Assistance in the Vocational Agriculture/Agribusiness Program by Respondents From 10 States in the Southern Region 20

16 Ratings of Statements Regarding Functions of Vocational Agriculture/Agribusiness by Respondents From 10 States From the Southern Region 21

CHAPTER I

PURPOSES AND PROCEDURES

Introduction

Since vocational agriculture was established in the public school system of the United States in 1917, there has been concern on the part of educators and community leaders as to the influence of the instruction on future activities of program completers.

Traditionally, teachers of vocational agriculture have kept records of the occupational status of former students. Periodic studies have been made by graduate students, supervisors, teacher educators and others, to determine occupational status of graduates on district, regional or even statewide bases. However, no indepth regional or national studies have been conducted into the role of the vocational agriculture program in the future success of graduates.

The Education Amendments of 1976, as well as ongoing previous legislation, stress program accountability in meeting the needs of people, regardless of specialty area. If vocational agriculture/agribusiness is to remain a viable service area, evidence of accomplishments and impact is sorely needed.

A region-wide study of the impact of vocational agriculture on students should help fill that need. Cooperation between researchers in the states comprising the Southern Region should also improve communication between states and the respective professionals, and the resulting research reports will aid in publicizing the program.

Objectives

The primary purpose of the project was to determine the role of vocational agriculture programs in the occupational success of program graduates from the Southern Region.

More specifically, the study was designed to:

1. Determine the current status of graduates of vocational agriculture programs for a selected year with regard to occupation, furthur education, economic level, and other demographic factors.
2. Ascertain the perceived value of the various components of the vocational agriculture program as indicated by program completers.
3. Secure the reaction of program completers to recent and proposed changes in the vocational agriculture program.

Methods

Organization of the regional effort

The initial decision as to the topic for a regional research project was made at the Southern Research Conference in Agricultural Education held in Lexington, Kentucky in July, 1977. A coordinating committee was appointed whose duty was to develop procedures and give guidance to the study. Subsequent meetings were held during the National Agricultural Education Research Conference in Atlantic City in December of 1977, at the Southern Regional Conference in Agricultural Education in Lexington, Kentucky in April of 1978, and at the Southern Research Conference in Agricultural Education in Tallahassee, Florida in July of 1978. As a result of these meetings, a timetable was developed and approved. With some minor changes, the following represents the order of events involved in completion of the project:

Project Timetable

September 1, 1978	- Identification of cooperating researchers in the respective states completed.
September 14	- Cooperating researchers supplied with copies of the procedures and selected bibliography/computer search of the ERIC System (by Auburn University staff).
October 1	- Survey instrument finalized (Mississippi State University staff).
November 1	- Member schools/graduates identified by cooperating researchers.
November 15	- List of program completers developed by cooperating researchers.
December 1 (AVA)	- Cooperating researchers met after the National Agricultural Research meeting in Dallas to discuss procedures and pick up materials.
January 9, 1979	- Initial questionnaire sent out.
January 22	- Follow-up letter and questionnaire mailed.
February 5	- Telephone follow-up of non-respondents conducted.
March 1	- Returns sent to Mississippi State University for processing.
April 1	- Participant meeting at the Southern Regional Conference in Agricultural Education, Baton Rouge, LA.
June	- Computer printouts returned to the states.
	- State research reports completed.
July 1	- Regional report drafted.
July 24, 25, 26	- Southern Research Conference in Agricultural Education: reports of research - regional report finalized; decision on further studies.

Data Sources and Collection Procedures

The study was a descriptive survey with causal-comparative aspects. In order that the target population--graduates of vocational agriculture programs within the respective states of the Southern Region--would be accurately represented, a 10 percent systematic (stratified random) sample was drawn. Every 10th department was chosen from an alphabetical listing of schools by district. The starting point was determined by random choice of the numbers 1-10. Names and addresses of graduates during the 1973-74 school year were secured from the local vocational agriculture instructors in the departments selected or, in the cases of several states, from state-level data banks. A standardized, trial-tested questionnaire was mailed to the sample, along with a cover letter and a stamped, return-addressed envelope. After ten working days, a second questionnaire, a follow-up letter and a stamped, return-addressed envelope were sent to all non-respondents. At four weeks from the initial mailing, a telephone follow-up interview of a 10 percent random sample of non-respondents was conducted to insure representativeness of the sample.

Once the data were collected, individual states sent their returns to Mississippi State University where data were processed by computer. Descriptive statistics such as means, medians, standard deviations, frequencies and percentages were used to portray respondent characteristics and opinions. (States had the option to conduct additional statistical treatments.) Data printouts were returned to member states for development of individual research reports. Leaders of the coordinating committee assembled data from the states into a regional report.

CHAPTER II

FINDINGS

This section consists of a report of the findings of the study and interpretation of the data. Demographic data which were collected include: state, type of response (mail or telephone), age, race, educational level, years of high school courses in vocational agriculture, years of membership in the Future Farmers of America (FFA), highest degree of FFA membership received, years in the Supervised Occupational Experience (SOE) Program, years in adult/young farmer classes, residence, income, and occupational status. These data were used to gain an indepth view of the participants in the study. Frequencies and percentages are used to relate this information.

In addition to various demographic data, the respondents were asked to rate statements about their experience in vocational agriculture/agribusiness--FFA, about their teacher(s), and about the scope and function of the program. Their ratings were recorded on a 1 to 5 scale signifying opinions ranging from "strongly disagree" to "strongly agree."

Demographic Information

State Response

Data were received from 1252 respondents (graduates from high school vocational agriculture/agribusiness programs from 1974) in ten states in the Southern Region, 92.1 percent by mailed question-

naire, the remainder by interview schedule via a telephone follow-up. Texas led the states in total number of participants, 402, or 32.1 percent; Louisiana and Oklahoma had 14.9 percent, and 10.5 percent, respectively. Each of the other participating states had less than 10.0 percent of the total. These data are detailed in Table 1.

Table 1. Number and Percentage of Responses to the Southern Regional Study of Vocational Agriculture Graduates by States

States	Respondents			Percentage of Regional Total
	Mail	Telephone	Total N	
Alabama	90	18	108	8.6
Arkansas	37	0	37	3.0
Florida	61	0	61	4.9
Georgia	88	0	88	7.0
Louisiana	174	13	187	14.9
Mississippi	74	6	80	6.4
North Carolina	49	26	75	6.0
Oklahoma	121	11	132	10.5
Texas	382	20	402	32.1
Virginia	77	5	82	6.5
TOTAL	1153	99	1252	100.0

Age

As would be expected, most of the respondents were about the same age. One thousand and twenty-two (82.6 percent) of them were in the

age categories of 22 and 23. Table 2 shows the breakdown of participants by age.

Table 2. Ages of Respondents From the 10 States in the Southern Region

Age Categories in Years	Number	Percentage
21 and less	64	5.2
22	537	43.4
23	485	39.2
24	112	9.1
25 and over	38	3.1
TOTAL	1236	100.0

Sex

As seen in Table 3, participants in the study were primarily male, 1211, or 97.3 percent, while only 33, or 2.7 percent, were female. The female responses were distributed among all 10 states.

Table 3. Sex of Respondents From the 10 States in the Southern Region

Sex	Number	Percentage
Male	1211	97.3
Female	33	2.7
TOTAL	1244	100.0

Race

Table 4 displays data about the racial make-up of the respondents. Ninety-one percent were white, with black being the second largest group with over seven percent.

Table 4. Racial Makeup of Respondents From the 10 States in the Southern Region

Category	Number	Percentage
Black	88	7.1
White	1138	91.2
Spanish Surname	18	1.4
Other	4	0.3
TOTAL	1248	100.0

Educational Level

Respondents were asked to indicate the highest grade or level of formal education they had achieved since graduating from high school. The majority, 709 (57.9 percent), reported no further education. Nearly 23.0 percent said they had taken one or two years of college, while 13.0 percent indicated that they had completed college. Further details may be observed in Table 5.

Table 5. Highest Educational Level of Respondents From the 10 States in the Southern Region

Educational Level (Grade)	Number	Percentage
12	709	57.9
13	124	10.1
14	157	12.8
15	49	4.0
16	159	13.0
17	26	2.1
18	1	0.1
TOTAL	1225	100.0

Years of Vocational Agriculture

Over three-fourths (974 or 78.5 percent) had completed three or four years of vocational agriculture, with a majority (55.8 percent) being in the four year category. Table 6 shows the numbers and percentages of the other categories.

Membership in the FFA

More than one-half (54.4 percent) of the respondents were members of the FFA for four years; 20 percent were members for three years, and 10 percent for two years. The remainder indicated a year or less, or "other" bases for membership. These data are displayed in Table 7.

Table 6. Years of High School Vocational Agriculture Completed by Respondents From the 10 States in the Southern Region

Years Completed	Number	Percentage
Less than one year	14	1.1
One year	69	5.6
Two years	152	12.3
Three years	282	22.7
Four years	692	55.8
Other	31	2.5
TOTAL	1240	100.0

Table 7. Years of Membership in the FFA of Respondents From the 10 States in the Southern Region

Years of Membership	Number	Percentage
Less than one	25	2.0
One year	82	6.7
Two years	128	10.4
Three years	250	20.3
Four years	671	54.4
Other	76	6.2
TOTAL	1232	100.0

Degree of FFA Membership

Respondents were asked to indicate the highest degree of membership they had achieved in the FFA. More than one-fifth (22.3 percent) indicated that they held no degree of membership. The largest category, though, consisted of 453 (37.0 percent) respondents who held the Chapter Farmer degree. Other categories are included in Table 8.

Table 8. Highest Degree of Membership in the Future Farmers of America Achieved by Respondents From 10 States in the Southern Region

FFA Degree	Number	Percentage
None	274	22.3
Greenhand	243	19.8
Chapter Farmer Degree	453	37.0
State Farmer Degree	215	17.6
American Farmer Degree	41	3.3
TOTAL	1226	100.0

SOE Program

Involvement in Supervised Occupational Experience (SOE) programs varied considerably from years in vocational agriculture/agribusiness and the FFA; just 296 (25.2 percent) said they had an SOE program for four years. Nearly as many, 266 (22.7 percent), said they had "less than one year" of SOE. Further details or responses on this item may be reviewed in Table 9.

Table 9. Years That Respondents From 10 States in the Southern Region Were Involved in Supervised Occupational Experience Programs

Years	Number	Percentage
Less than one year	266	22.7
One year	153	13.0
Two years	191	16.3
Three years	152	12.9
Four years	296	25.2
Other	116	9.9
TOTAL	1174	100.0

Involvement in Adult/Young Farmer Classes

As indicated in Table 10, very few of the respondents were involved in an adult/young farmer program. More than one-half (56.7 percent) were involved less than one year; another one-fourth (23.7 percent) were in the category "other," which in most cases was used to indicate none. This means that approximately three-fourths of the respondents were involved little or were not involved at all in adult/young farmer classes. Only 12 percent had been involved two or more years.

Family Residence

Nearly one-half (577, or 46.6 percent) of the respondents were from a farm home; 26 percent were rural non-farm and the remainder were town or city residents during their high school vocational agriculture/agribusiness experience. These figures are portrayed in Table 11.

Table 10. Years That Respondents From 10 States in the Southern Region Were Involved in Adult/Young Farmer Classes in Agriculture

Years	Number	Percentage
Less than one year	569	56.7
One year	74	7.4
Two years	48	4.8
Three years	20	1.9
Four years	55	5.5
Other	238	23.7
TOTAL	1004	100.0

Table 11. Location of Family Residence Reported by Respondents From the 10 States in the Southern Region

Location	Number	Percentage
On a farm	577	46.6
In a small town	280	22.6
In a rural area but non-farm	322	26.0
In a city	59	4.8
TOTAL	1238	100.0

Income Level

Current annual gross income of respondents is reported in Table 12. Two categories were almost equal in number, $5,000-$9,999 and $10,000-$14,999. These categories had 336 (30.4 percent) and 375 (31.1 percent), respectively, and were the two categories checked most often. The next most frequented category was $15,000-$19,999 and consisted of 189 (15.7 percent) respondents. The other categories received only limited responses.

Table 12. Annual Gross Income of Respondents From the 10 States in the Southern Region

Income Level *	Number	Percentage
Less than $5,000	151	12.5
$5,000 - $9,999	366	30.4
$10,000 - $14,999	375	31.1
$15,000 - $19,999	189	15.7
$20,000 - $24,999	67	5.6
$25,000 - $29,999	24	2.0
$30,000 - $34,999	7	0.6
Over $35,000	25	2.1
TOTAL	1204	100.0

* Md = $11,133.33

Occupational Status

Respondents from the region were asked to give their current occupation or occupations; the largest group, 594 (47.7 percent) were in non-agricultural occupations. The next largest group of respondents,

totaling 318 (31.8 percent) were in either full- or part-time farming/ranching. Twenty percent indicated they were self-employed, either in agricultural or non-agricultural fields with about 10 percent in each area. Respondents attending college totaled 146 (11.7 percent) and some of these presumably reported being among the 57 (4.6 percent) unemployed. These and other details may be scanned in Table 13.

Table 13. Current Occupational Status of Respondents From 10 States in the Southern Region

Occupational Categories	Number*	Percentage*
Full-time farmer or rancher	137	10.9
Part-time farmer or rancher	261	20.9
Agribusiness employee	106	8.5
Horticulture employee	29	2.3
Forestry/natural resources employee	39	3.1
Agricultural mechanics employee	98	7.8
Professional agriculture employee	32	2.6
Non-agricultural occupation	594	47.4
Attending college	146	11.7
Unemployed	57	4.6
Self-employed, agriculture	130	10.4
Self-employed, non-agriculture	121	9.7

*NOTE: Numbers and percentages exceed the total sample since some respondents were represented in more than one occupational category.

Ratings of Vocational Agriculture/Agribusiness--FFA

Experiences in the Program

The respondents were asked to indicate their agreement or disagreement with 14 statements about their vocational agriculture/agribusiness programs. The item rated higher than all others was one which stated ". . . if I had it to do over, I would enroll in vocational agriculture/agribusiness--FFA again." A mean of 4.59 was recorded, with more than 1100 former students (92.2 percent) marking the item "agree" or "strongly agree." Only 3.0 percent disagreed or strongly disagreed with the statement.

The item rated next highest was that the experiences in vocational agriculture/agribusiness--FFA "were good for me," with a mean of 4.32. A similar, but negatively stated item ". . . were of no benefit to me," had a mean of 1.52. This mean indicates disagreement with the statement and corresponds to a mean of 4.28 when stated positively.

A mean of 4.17 (87 percent agreed) was given to the statement "taught me skills useful in an agricultural career." Only 4.5 percent disagreed.

The next four items in rank deal with the more general aspects of the program. They are ". . . helped me learn how to get along with others," ($\bar{X}$ = 4.10, 84.3 percent agreed); ". . . helped me learn how to participate in meetings," ($\bar{X}$ = 4.09, 83.9 percent agreed); ". . . helped me develop leadership skills," ($\bar{X}$ = 4.07, 80.7 percent agreed) and ". . . helped me learn how to work," ($\bar{X}$ = 4.06, 85.1 percent agreed).

Other items were rated less positively with from 33 to 52 percent of the sample agreeing or strongly agreeing. These five items dealt with the guidance function of the program and included helping to choose an occupation, helping to enter and advance in an occupation, and providing encouragement to stay in school and go to college.

All of these data are observable in Table 14.

Assistance Provided by Teachers

Three statements about the assistance given by teachers of vocational agriculture/agribusiness were rated by respondents on a five-point scale of agreement. A majority of the graduates agreed that "the teacher encouraged me to enter an occupation in agriculture," (57.6 percent) and that "the teacher provided me with information on careers outside of agriculture," (56.5 percent). Opinions were about equally divided on whether the teacher encouraged them to major in agriculture in college. Means of the rated statements and other details may be observed in Table 15.

Functions of the Program

Graduates of the vocational agriculture/agribusiness program in 1974 were asked to react to nine statements dealing with program functions, seven of the items relating to conditions as they "should be." There was major disagreement with only one statement--that emphasis be on farming only. All other statements received 85 to 95 percent "agree" or "strongly agree" responses. The mean ratings, frequencies, and percentages of responses can be reviewed in Table 16.

Table 14. Ratings of Statements About the Vocational Agriculture/Agribusiness Program by Respondents From 10 States in the Southern Region

Statements About Vocational Agriculture/ Agribusiness Experiences	Frequencies and Percentages of Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Means*
Were such that if I had it to do over, I would enroll in Vocational Agriculture/Agribusiness--FFA again	15 (1.2%)	22 (1.8%)	57 (4.7%)	258 (21.3%)	857 (70.9%)	4.59
Were good for me	47 (3.9%)	27 (2.2%)	38 (3.1%)	485 (39.8%)	623 (51.1%)	4.32
Taught me skills useful in an agricultural career	17 (1.4%)	38 (3.1%)	107 (8.7%)	626 (51.1%)	438 (35.7%)	4.17
Helped me learn how to get along with other people	18 (1.5%)	55 (4.5%)	120 (9.8%)	624 (50.9%)	409 (33.4%)	4.10
Helped me learn how to participate in meetings	20 (1.6%)	73 (6.0%)	104 (8.5%)	610 (49.9%)	416 (34.0%)	4.09
Helped me develop leadership skills	19 (1.5%)	58 (4.7%)	160 (13.1%)	571 (46.6%)	418 (34.1%)	4.07
Helped me learn how to work	18 (1.5%)	67 (5.5%)	99 (8.1%)	683 (55.6%)	362 (29.5%)	4.06
Taught me skills useful in a non-agricultural career	37 (3.0%)	111 (9.1%)	193 (15.8%)	607 (49.7%)	274 (22.4%)	3.79

(Continued on next page)

Table 14. Ratings of Statements About the Vocational Agriculture/Agribusiness Program by Respondents From 10 States in the Southern Region (Continued)

Statements About Vocational Agriculture/ Agribusiness Experiences	Frequencies and Percentages of Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Means*
Helped me to stay in school	120 (9.8%)	272 (22.2%)	191 (15.6%)	378 (30.9%)	262 (21.4%)	3.32
Helped me to choose an occupation	76 (6.2%)	320 (26.3%)	337 (27.7%)	291 (23.9%)	193 (15.9%)	3.17
Encouraged me to go to college	103 (8.5%)	363 (29.9%)	306 (25.2%)	270 (22.2%)	173 (14.2%)	3.04
Helped me to enter and advance in a non-agricultural career	99 (8.3%)	295 (24.7%)	379 (31.8%)	307 (25.8%)	112 (9.4%)	3.03
Helped me to enter and advance in an agricultural career	96 (8.1%)	380 (31.9%)	315 (26.4%)	276 (23.2%)	124 (10.4%)	2.96
Were of no benefit to me	773 (66.1%)	286 (24.5%)	43 (3.7%)	33 (2.8%)	34 (2.9%)	1.52

Table 15. Ratings of Statements About Teacher Assistance in the Vocational Agriculture/Agribusiness Program by Respondents From 10 States in the Southern Region

Statements About Teacher Assistance	Frequencies and Percentages of Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Means*
Encouraged me to enter an occupation in agriculture	42 (3.5%)	213 (19.1%)	239 (19.8%)	498 (41.3%)	197 (16.3%)	3.48
Provided me with information on careers outside agriculture	71 (5.9%)	214 (17.8%)	239 (19.8%)	515 (42.7%)	166 (13.8%)	3.41
Encouraged me to major in agriculture in college	83 (7.0%)	363 (30.4%)	330 (27.7%)	291 (24.4%)	126 (10.6%)	3.01

*Means were calculated on the basis of 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree.

Table 16. Ratings of Statements Regarding Functions of Vocational Agriculture/Agribusiness by Respondents From 10 States From the Southern Region

Statements Regarding Functions	Frequencies and Percentages of Responses					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Means*
Should include laboratory instruction	4 (0.3%)	10 (0.8%)	63 (5.1%)	534 (43.6%)	613 (50.1%)	4.42
Should include supervised occupational experience in agriculture	8 (0.7%)	4 (0.3%)	47 (3.9%)	588 (48.2%)	573 (47.0%)	4.41
Should have teachers available year-round	9 (0.7%)	20 (1.6%)	112 (9.1%)	452 (36.8%)	636 (51.7%)	4.37
Should include FFA activities	12 (1.0%)	13 (1.1%)	54 (4.4%)	618 (50.6%)	524 (42.9%)	4.33
Should include agriculture/agribusiness instruction for adults	6 (0.5%)	15 (1.2%)	113 (9.3%)	595 (48.9%)	489 (40.1%)	4.27
Is useful to farmers in the community	15 (1.2%)	14 (1.1%)	77 (6.3%)	672 (55.0%)	444 (32.3%)	4.24
Is useful to agribusiness persons in the community	10 (0.8%)	21 (1.7%)	96 (8.0%)	693 (57.7%)	380 (31.7%)	4.18
Should emphasize farming and agribusiness in its instruction	17 (1.4%)	43 (3.5%)	124 (10.2%)	646 (53.1%)	387 (31.8%)	4.10
Should emphasize only farm in its instruction	453 (37.1%)	569 (46.6%)	115 (9.4%)	56 (4.6%)	27 (2.2%)	1.88

*Means were calculated on the basis of 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

More than 1200 1974 graduates of vocational agriculture/agribusiness--FFA in ten states in the Southern Region were followed up in this study. They were asked to rate statements about their experience in the programs, about their teachers, and about various program functions. Demographic data were also collected.

A summary of the major findings and conclusions are presented as follows:

1. Most 1974 graduates were male; only 2.7 percent were female. It may be concluded that in 1974 females were not adequately represented in vocational agriculture/agribusiness programs.
2. Similarly, fewer than 10.0 percent of the respondents were non-white. It can be concluded that racial minorities were also inadequately represented among 1974 program completors in the Southern Region.
3. Over one-half of the 1974 graduates entered the job market upon graduation from high school; just under one-fourth took one or two years of college; only 13 percent completed a four-year college program. Since roughly eight out of ten enrollees did not pursue a baccalaureate degree. the vocational agriculture/agribusiness program appeared to be viewed as a career preparation opportunity and an alternative to college.

4. Since nearly eight out of ten respondents completed three or more years of vocational agriculture/agribusiness, it can be concluded that the program in the Southern Region has a favorable retention rate and is viewed by enrollees as a multi-year commitment.
5. Similarly, a substantial level of membership in FFA--nearly three-fourths of the respondents were members for three or more years--indicates a high degree of student commitment to the FFA among program completors.
6. Just 58 percent of the respondents had received a Chapter Farmer or higher degree when contrasted with the 78 percent who had three or more years of agriculture. It can be concluded that one-fifth of the members are not progressing through the degree structure of the organization.
7. Only 38.1 percent of the respondents reported having three or more years of supervised occupational experience. When this figure is compared to the 78.5 percent who were enrolled three or more years, it can be concluded that at least 40 percent of the 1974 graduates failed to have an SOE program each year they were enrolled in vocational agriculture/agribusiness. The 22.7 percent who indicated "less than one year" of SOE forces one to conclude that many 1974 graduates never started or started but failed to carry out an experience program.

8. Only about 20 percent of the respondents reported one or more years of involvement in adult/young farmer classes. This calls for the conclusion that either continuing education opportunities in agriculture were inadequate in the Southern Region or that many program completors failed to take advantage of opportunities presented by existing adult classes.
9. The family residences of most respondents were rural (72.6 percent farm/non-farm) or small town (22.6 percent). It may therefore be concluded that very few departments of vocational agriculture/agribusiness draw students from large towns and cities in the Southern Region.
10. The median gross income of respondents was $11,133.33. About 43 percent reported income of less than $10,000; however, the 12.5 percent earning less than $5,000 annually coincides with the number of respondents attending college (11.7 percent) or unemployed (4.6 percent). It may therefore be concluded that a majority of 1974 vocational agriculture/agribusiness graduates are moderately successful financially.
11. Although about one-half (47.7 percent) of the respondents were employed in non-agricultural occupations, nearly one-third (31.8 percent) were in full- or part-time farming or ranching, and one-third (34.7 percent) reported being involved in other agricultural pursuits. It is thus concluded that a substantial number of 1974 vocational agriculture/agribusiness

respondents are involved in agricultural pursuits on a full- or part-time basis.

12. Graduates indicated a high degree of support for their vocational agriculture/agribusiness programs by rating nine out of 14 positive statements about their experiences in the program with a mean of 3.79 or higher (agree to strongly agree). Notably, 92.2 percent said if they had it to do over, they would enroll in vocational agriculture/agribusiness again. Respondents were generally undecided or neutral about five items pertaining to the guidance function of the program.
13. Graduates generally agreed that teachers of vocational agriculture/agribusiness encouraged entry into agricultural work and provided information on careers outside of agriculture. It thus appears likely that teachers are providing adequate career guidance to a little over one-half of their students.
14. Graduates of vocational agriculture/agribusiness programs in the 10 states of the Southern Region in 1974 placed high value (85-95 percent agreement) on the continued inclusion of laboratory instruction, SOE, FFA, and adult components in the program. They were also highly supportive (88 percent agreement) of the 12-month employment of teachers of vocational agriculture/agribusiness. In addition, nearly 90 percent agreed that vocational agriculture/agribusiness was useful to farmers and agribusinessmen in the community;

consequently, 84.9 percent agreed that "vocational agriculture/agribusiness should emphasize farming and agribusiness in its instruction."

These data lead the researchers to conclude that the major components of the program are appropriate and should be continued, and that modifications in vocational agriculture/agribusiness to serve agribusiness as well as production agriculture are justified.

Recommendations

This study, representing the opinions of 1252 vocational agriculture/agribusiness graduates of 1974, has numerous implications for people who initiate, develop, supervise, and administer programs of vocational education in agriculture/agribusiness. Recommendations based upon the findings and conclusions of this study are as follows:

1. Even though improvements have been made in the sexual and racial makeup of students in vocational agriculture/agribusiness programs since 1974, efforts should continue to be made to involve a greater number of female and non-white students in the program.
2. Since 80 percent of the 1974 program graduates completed no more than two years of education past high school, vocational agriculture/agribusiness teachers and others connected with the program should work to see that programs are designed for career preparation in agriculture/agribusiness. Students who complete the program should have saleable agricultural skills.

3. Since almost 80 percent of the respondents who entered the vocational agriculture/agribusiness program completed three or four years, programs should provide for sequential career development activities for students. Students should be able to progress from basic and/or foundation knowledge and skills to more advanced levels.
4. Efforts should continue on the part of all individuals directly associated with vocational agriculture/agribusiness to make FFA an integral part of the program for each student. Instruction and leadership should also be provided so that FFA members can progress as far as possible through the degree structure.
5. Individuals who develop and implement vocational agriculture/agribusiness programs should place high priority on strategies which will enable and encourage a higher percentage of students to benefit from an SOE program each year they are enrolled in vocational agriculture/agribusiness.
6. Similarly, program developers and implementors should place high priority on adult/young farmer programming which will be interesting and beneficial to a higher percentage of program graduates who enter an agricultural occupation.
7. Continued efforts should be made to provide high quality vocational agriculture/agribusiness programs for large towns and cities in the Southern Region, as well as in rural areas.
8. More emphasis should be placed on helping graduates of vocational agriculture/agribusiness programs to enter and advance

in agricultural occupations. Program graduates should also be encouraged to continue their education and training in order to improve their earning capacity.

9. Due to the high ratings of experiences in vocational agriculture/agribusiness, programs should continue striving for quality instruction in personal and career or skill development. Additional attention should be given by teachers to the guidance functions of their programs so that all students can make sound career decisions.
10. Programs of vocational agriculture/agribusiness should be designed and operated to continue the inclusion of strong laboratory , FFA, SOE, and adult instructional components. Both farming and agribusiness should be included in the program.
11. It is recommended that the results of this study be widely disseminated and that appropriate measures be taken to implement the recommendations by leaders in the profession.

Suggestions for Further Study

Based upon the findings, conclusions, and recommendations contained in this report, the researchers suggest the following future activities:

1. Additional statistical analyses of the data to identify possible relationships between independent and dependent variables.

2. Replication of ths study in the other regions and/or nationally.
3. Further studies of the effectiveness of vocational agriculture/agribusiness and its relationship to occupational status and income.
4. Inaugurate a national data bank for a longitudinal analysis of trends in program development and graduates' opinions.
5. Research on current enrollees views, concerns, and problems relative to the vocational agriculture/agribusiness program.

ANNOTATED BIBLIOGRAPHY

Alabama Occupational Research and Development Unit. "Agribusiness Occupations Follow-Up." Montgomery, Educational Resources Information Center, ERIC Document VT 101 757, August, 1974, 97 pp.

This report relates findings of survey instruments mailed to the 1971-1972 agribusiness occupations education terminees from the secondary school vocational programs in Alabama. Information relating to the agribusiness occupations vocational program included influences of course work and teachers, the terminees' opinions of the program teachers job preparation, school facilities, and cooperative programs; the current employment status and salary; continuing education; and job placement information. A total of 34 tables present data. No summary, conclusions, or recommendations are made. An appendix contains tables listing job titles as the respondents reported them, their first jobs and their present jobs.

Arizona Agricultural Experiment Station. "Occupations of Former Students of Vocational Agriculture in Arizona, Report 227." Tucson, Educational Resources Information Center, ERIC Document VT 002 369, July, 1965, 22 pp.

This study sought to determine the present occupations of former students of vocational agriculture, the additional post-high school education they had received, and their opinions about the effectiveness of selected phases of the vocational agriculture program in Arizona. Completed questionnaires were obtained from 669 of 2,925 former students for which addresses could be obtained who studied vocational agriculture from September, 1953, to June, 1962. Some findings were: (1) 60 percent were employed in jobs that might be permanent, 26 percent were enrolled in institutions of higher learning, and 14 percent were in temporary positions, (2) of those in permanent jobs, 30 percent were in production agriculture, 11 percent in off-farm agricultural occupations, and 59 percent in non-related occupations, (3) of students in college, 22 percent are preparing for production agriculture, 29 percent for off-farm agricultural occupations, and 48 percent for non-related occupations, (4) of students in the Armed Forces, 38 percent indicate they plan to enter production agriculture, (5) more than 95 percent of former students attended some type of post-high school educational institution. Areas listed as most useful to students of the vocational agriculture program are working with others, leadership training, farm mechanic skills, FFA activities, and recordkeeping and analysis.

Bass, B. C. "Characteristics of Farm Businesses of Former Students of Vocational Agriculture in Virginia Who Owned or Were Buying Farms in 1967." Blacksburg, Educational Resources Information Center, ERIC Document VT 010 557, May, 1969, 9 pages.

To determine characteristics of farm businesses of former students of vocational agriculture, 212 pretested questionnaires were sent to former students who left schools in Virginia from 1954-1966 and who either owned or were buying farms in 1967. Information sought in the questionnaire included: (1) value of studying vocational agriculture in later farming years, (2) kinds of knowledge helpful in later farming years, (3) scope of farm businesses operated by former students, (4) ways and means of attaining farm owner status, (5) financial success of farm businesses, and (6) extent of students' continuing education. Findings determined from the 96 responses were: (1) more than seven out of 10 of the 96 farm owners had four or more years of high school vocational agriculture, (2) a majority found high school vocational agriculture courses valuable, (3) those who became farm owners tended to farm on a large scale as judged by acres farmed, income above expenses, and investment in farming, (4) at least half the farm owners did off-farm work and about one in five devoted less than half his time to farming, and (5) seven out of 10 were enrolled in adult vocational agriculture classes.

Bass, B. C. "Occupational Status of Former Students of Vocational Agriculture in Virginia." Research Division Bulletin 39, Virginia Polytechnic Institute and State University, May, 1969, 20 pp.

The occupational records of 32,270 former students of vocational agriculture provide data for this report. Of former students in Virginia in 1967, 15 percent were engaged in farming. More than 26 percent were engaged in farming or related occupations, and more than 35 percent of the students who completed four years of vocational agriculture were in farming or related occupations.

Becker, William J. and Bender, Ralph E. "Technical Agriculture Programs in Ohio with Emphasis Upon Student and Program Characteristics. Research Series in Agricultural Education." U. S., Educational Resources Information Center, ERIC Document ED 029 132, September, 1968, 68 pp.

To identify the characteristics of students in the four technical agriculture programs in Ohio and to determine the association between selected student characteristics, success in the program, and later success in the world of work, data were collected from the cumulative records Of 246 students, a student survey of current enrollment, 70 graduates of agricul-

tural technology programs, 70 employers of agricultural technology graduates, and 33 dropouts of agricultural technology programs. Some major conclusions were: (1) characteristic of students varied among the technical agriculture programs, (2) parents, technical school representatives, and vocational agriculture teachers influenced students to enroll, (3) the dropout rate was associated with background, experience, and academic ability, (4) most graduates entered positions for which they were prepared, (5) employers rated graduates as satisfactory employees and favored those with a farm background and agricultural experiences, and (6) students and graduates expressed the opinion that supervised occupational experience and a student leadership organization would be worthwhile additions to technical agriculture programs.

Bender, Ralph E. "Occupations of Ohio's Vocational Agriculture Graduates." U. S., Educational Resources Information Center, ERIC Document VT 000 548, August, 1964, 8 pp.

This survey was made to determine the occupations of 1259 former vocational agriculture students out of school one or five years. They were from 86 departments, selected at random from 15 supervisory districts in the state. Approximately 59 percent of the graduates who were out of school five years were engaged in farming or farm-related occupations. More of those out of school only one year (47 percent) were engaged in farming than those out of school five years (39 percent). Over 80 percent of those farming were doing so on the home farm, 60 percent on a full-time basis. Nonagricultural employment was more prevalent among those out of school five years (37 percent). A total of 18.5 percent of the graduates out of school one year were in college, nearly half being in the College of Agriculture at Ohio State University.

Bender, Ralph E. "Occupations of Ohio's Vocational Agriculture Graduates." U. S., Educational Resources Information Center, ERIC Document ED 014 531, October, 1965, 6 pages.

The purpose of the study was to determine the occupations of former vocational agriculture students. The study involved a survey of 1315 students from 88 departments randomly selected from 15 supervisory districts. These students were out of school one or five years. Many similarities existed between the two groups. Only one percent were unemployed. Nearly 60 percent were in farming or off-farm agricultural occupations, of the 36 percent in farming, 60 percent were in full-time farming, 81 percent on the home farm. Of 34 percent of nonagricultural occupations, their jobs required mechanical competence and getting along with people. Of the group one year out of high school, 20 percent were in college, half of those in a college of agriculture.

Bender, Ralph E. "The 1969 Occupations of Recent Graduates of Vocational Agriculture in Ohio." Columbus, Educational Resources Information Center, ERIC Document VT 012 466, January, 1970, 6 pages.

This survey of 1,672 Ohio vocational agriculture graduates from the 1968 and 1964 classes revealed the employment experience of graduates one and five years after leaving school. When compared with the experience of the 1952-1964 classes after five years and the 1959-1968 classes after one year, the data show declining number of graduates entering farming, and increases in college and technical school enrollments by graduates.

Bender, Ralph E. "The 1970 Occupations of Recent Graduates of Vocational Agriculture in Ohio." Columbus, Educational Resources Information Center, ERIC Document VT 012 540, January, 1971, 13 pp.

This survey of 1,400 Ohio vocational agriculture graduates from the 1969 and 1965 classes revealed the employment experience of graduates one and five years after leaving school. When compared with the experience of the 1952-1965 classes after five years and the 1959-1969 classes after one year, the data show declining numbers of graduates entering farming, especially on other than their home farms, and increases in college and technical school enrollments by graduates.

Berkey, Arthur L. "The Relevance of Secondary Occupational Education in Agriculture to Occupational Patterns and Images: Phase II." U. S., Educational Resources Information Center, ERIC Document ED 099 619, May, 1974, 171 pp.

In a follow-up study to collect data which could be used for the evaluation and improvement of secondary occupational education programs in agriculture in New York State, questionnaires were sent to respondents of the original survey (agricultural graduates from the classes of 1963 and 1970 and their employers). From the 1968 class questionnaires were sent to 537 graduates and 110 employers; response was 365 and 90, respectively. In the 1970 class, 268 graduates and 88 employers were sent questionnaires; returned questionnaires numbered 177 and 54, respectively. The items determined were: graduate occupational status; type of employment selected by graduates; graduate occupational promotions and pay raises; type and extent of on-the-job training; need for agricultural knowledges, skills, and attitudes in the occupation as perceived by employee and employer; reasons for graduate not entering field for which he was trained; graduates' job satisfaction; plans for future employment; and the image of agricultural occupations as perceived by graduates. Data per-

taining to those items and additional demographic data are presented in tabular form. From this data, specific conclusions drawn, and recommendations are made for curriculum revision. The seven questionnaire forms used and additional raw data are presented in several appendices.

Berkey, Arthur L. "1968 New York Agricultural Graduates: The First Two Years." The Agricultural Education Magazine, Vol. 43, No. 8, February, 1971, pp. 198-9.

The two year occupational status data of 1968 secondary agricultural graduates from this study indicate that occupational programs in agriculture in New York State secondary schools are successfully preparing graduates for employment.

Berkey, Arthur L. and others. "The Relevance of Secondary Occupational Training in Agriculture to Occupational Patterns and Images. Final Report." U. S., Educational Resources Information Center, ERIC Document ED 036 647, June, 1969, 88 pp.

To gather occupational follow-up data from secondary agricultural graduates and their employers as a basis for evaluation of occupational education programs and to develop a procedural follow-up model, self-administered questionnaires were obtained from 430 graduates and 126 employers to ascertain occupational status, relevance of training, agricultural images, and job satisfaction. Respondents were 1968 New York State secondary agricultural graduates who had completed two years of farm production and management, conservation, agricultural mechanization, or ornamental horticulture, and their employers. Some findings were: (1) 41 percent of graduates were quickly employed, 30 percent entered college, 1 percent took other post secondary training, 27 percent entered military service, 1 percent were unemployed, (2) 53 percent of employed graduates worked in the area for which they were trained (the range was 63 percent for farm production and management graduates to 30 percent for graduates of some of the other areas), (3) graduates found first-year employment primarily through use of informal job-seek methods, (4) graduates received adequate training for the agricultural knowledges and abilities needed in their jobs, and (5) most graduates had a positive image of farming and a slightly higher positive image of off-farm related agricultural industry.

Bureau of Agricultural Education, New York State Education Department. "Follow-Up Study of 1965 Graduates Completing Programs in Vocational Agriculture." Albany, Educational Resources Information Center, ERIC Document VT 000 478, 1966, 5 pages.

Graduates from vocational agriculture programs in 248 New York high schools were subjects of a follow-up study. Of the 1371 students who competed a major sequence in farm production, farm management, or ornamental horticulture in 1965, 573 were not available for placement because of military service, full-time schooling, or other reasons. Of the 748 employed, 351 were in the occupation for which trained, 193 were in related occupations, 195 were in other occupations, and nine were employed part-time. There were 16 unemployed graduates and the status of 30 additional graduates was not known. Four female graduates included in the total were not included in other classifications. Comparable figures are reported for the 1964 follow-up study. Additional information included enrollment by grade level and curriculum area, teachers' salaries, and the occupational classifications of young farmers.

Colorado State Board for Vocational Education. "What's Happening to Colorado's Vocational Agriculture Graduates?" Denver, Educational Resources Information Center, ERIC Document VT 000 938, 1963, 8 pp.

Questions regarding the curriculum emphasis in vocational agriculture and the availability of job opportunities in agriculture, in light of the declining number of farms, prompted a state follow-up of vocational agriculture graduates. Graduates of 1958 and 1963, 846 former students, were surveyed to determine their current occupational status. The findings revealed that, for the 1958 group, none of those available for employment was unemployed. Employed were 47 percent in production agriculture, 14.3 percent in off-farm agricultural occupations, 19.1 percent in occupations related to mechanical skills, and 19.5 percent in nonagricultural, nonmechanical occupations. Of the 1963 graduates, 2.1 percent were unemployed, 37 percent were in college, and 53 percent were available for employment. Of those employed, only 4.3 percent were in nonagricultural occupations while 75 percent were in agricultural occupations. Plans were established to gather data each year on the current class and the class which had been out of school for five years in order to identify trends which may have implications for curriculum planning.

Crewdson, Alex. "Marv Evers' Student Follow-Up System." The Agricultural Education Magazine, Vol. 46, No. 8, February, 1974, pp. 183-5.

The follow-up system of a Dayton, Washington agricultural teacher provides a recall of almost 500 former students. The ten-year student follow-up system required of all Washington state vocational agriculture teachers indicates that nearly half of the students follow an agricultural career, either on-farm or in rapidly increasing agriculturally related jobs.

Crunkilton, John R. "Testing of Model for Evaluation of Secondary School Programs in Vocational Education in Agriculture--Phase II." U. S., Educational Resources Information Center, ERIC Document VT 100 184, 1972, 95 pp.

The research documents the testing of a method of evaluating vocational agriculture programs. Data were obtained from surveys of students and attitudes of individuals from a three percent randomly selected sample of adults in two school districts and from a follow-up study of high school graduates from three schools in differing agricultural and geographic locations in the state. Findings led to the following conclusions: (1) advisory committees, school administrators, teachers, and agricultural businesses should have active roles in the evaluation of an agriculture department, (2) the model being tested for evaluation of a vocational agriculture program proved to be a means by which valuable data could be collected and used in program development, and (3) the follow-up of graduates provided sufficient data for analyzing the knowledges and abilities used on the job. Twenty-seven forms used in the surveys are included in the appendix.

Cummins, James E. and Bender, Ralph E. "Agricultural Technician Education in Ohio--1971-1972." U. S., Educational Resources Information Center, ERIC Document VT 100 324, March, 1973, 241 pp.

To study the nature of students enrolled in the 11 agricultural technology programs conducted at seven schools in Ohio, the factors causing them to enroll and complete the program, and the effectiveness of the programs, this study surveyed students, graduates, employers, and dropouts totaling 790 among all groups. The research study was conducted by the Ohio State University Agricultural Education Department as part of an ongoing project. Findings included that: (1) nearly half of the students commuted, (2) most had worked during high school and felt that job experience and FFA activities were of most value in classes and employment, (3) after one year, 24 percent of those completing the programs had seen military service and over half of the rest were employed as agricultural technicians,

(4) graduates from agricultural management and accounting and forestry were highest paid, (5) employers agreed in general with students in their personality ratings, and (6) all but two employers indicated they would hire other graduates. Forty percent expressed some reservation. Data collection instruments and tables are appended.

Cummins, James E. and Bender, Ralph E. "A Follow-Up of Technical Agriculture Students and Programs of Ohio." The Agricultural Education Magazine, Vol. 45, No. 12, June, 1973, pp. 281-2.

The primary purpose of the research discussed here was to identify the characteristics of students in technical agriculture programs and to determine their association between selected student characteristics, their success in the program, and their later success in the world of work.

Cvancara, Joseph G. "The Influence of Vocational Agricultural Training of 1966 Washington State Graduates in Their Occupational Selection and Educational Experience." Department of Education, Washington State University, March, 1977, 28 pp.

This report focuses on a follow-up of students who graduated from vocational agriculture programs in the State of Washington. The survey was used to determine what the graduates were doing and the extent to which their occupations were influenced by vocational agriculture. Major conclusions are that more than 50 percent of the graduates engaged in agricultural occupations upon graduation; 88.6 percent of the graduates continued their education; and that counseling by vocational agriculture teachers is very important in occupational choices.

Drake, James Bob. "A Follow-Up System." The Agricultural Education Magazine, Vol. 49, No. 11, May, 1977, pp. 260-261.

Describes a project to develop and implement a system of follow-up for Alabama's secondary agribusiness education terminees (graduates and drop-outs). Describes the objectives of this project, the instrument, and the sample, return, and results of the first occupational patterns and program assessment survey (of 1973-74 terminees).

Edington, Everett D., and Hill, Ronald E. "The Present Occupational Status of Oklahoma High School Vocational Agriculture Graduates Over the Past Five Year Period from 1959 to 1963." U. S. Educational Resources Information Center, ERIC Document ED 010 786, June, 1964, 35 pp.

Over a five-year period, 4631 vocational agriculture graduates from 127 of Oklahoma's 383 high schools with a program in this area were studied to determine the extent to which they were taking up farming as an occupation or were entering the rapidly expanding field of "agribusiness," and to what extent these graduates were using this vocational agriculture training. The

number of graduates in 1959 was 893, compared with 950 in 1963. It was found that about 18 percent of all graduates were farming, almost 11 percent were in off-farm agricultural occupations, and about 12 percent were enrolled in agricultural occupations. The higher the "Future Farmers of America" degree achieved, the greater chance of the graduate entering farming as well as a post-high school educational institution, remaining a state resident and being employed. The present program appears to be meeting the needs of both the 29 percent who are either farming or in off-farm occupations and the 12 percent enrolled in agricultural colleges, but not the larger group of students.

Eggenberger, Ulrich Lewis. "An Analysis of High School Vocational Agriculture From Evaluations of Graduates in West Texas." U. S., Educational Resources Information Center, ERIC Document ED 020 334, 1964..

A study of the 1953, 1954, and 1955 West Texas high school graduates who had completed one or more years of vocational agriculture was conducted to (1) determine present occupational status, (2) determine factors related to occupational choice, (3) evaluate high school courses and vocational agriculture programs as related to occupations, and (4) determine possible changes in vocational agriculture needed to meet needs of graduates. Questionnaires sent to graduates of 45 high schools yielded 846 responses or 70.4 percent of the total. Of the 846 respondents, 28.4 percent were farm operators, 15.7 percent were in off-farm agricultural occupations, and 5.4 percent were in military service. Factors related significantly to occupational choice at the .01 level by chi-square test included--occupation of father, farm size while in high school, years of vocational agriculture, and college attendance. The graduate's scholastic rank was related to the choice at the .05 level. Approximately 60 percent of the graduates attended college and one-half of these received a degree. Graduates rated the value of high school course areas in the following descending order--mathematics, English, business and bookkeeping, speech, vocational agriculture, science, industrial arts, typing, and foreign language. Farm operators and other agricultural workers rated vocational agriculture higher. Vocational agriculture units rated highest in value by farm operators were crop production, farm management, and farm mechanics. Other agricultural workers rated soils and leadership activities higher.

Federal Security Agency, Office of Education. "An Evaluation of Local Programs of Vocational Education in Agriculture." Vocational Division Bulletin No. 240, Agricultural Series No. 58, Washington, D. C.: U. S. Government Printing Office, 1949.

At the AVA Convention of 1938, then-Commissioner of Education, John W. Studebaker appointed a Committee on Standards for Vocational Education in Agriculture. This committee decided that standards should be formulated and based upon thorough evaluations of local vocational agriculture programs. This report includes the criteria used for evaluation and the results of evaluations. Twenty scales, or factors, were then used to describe programs rated "very superior," "superior," "average," "inferior," and "very inferior."

Horner, James T. and others. "An Experimental Evaluation of Approaches to Preparing High School Students for Agricultural Occupations Other Than Farming." U. S., Educational Resources Information Center, ERIC Document ED 035 773, June, 1969, 402 pp.

To evaluate the effects of selected treatment and classification factors on the preparation of high school students for initial entry into agricultural occupations other than farming, and to compare the effectiveness of structuring agricultural subject matter based on the pricniples approach with the traditional approach, 24 Nebraska schools were randomly selected for this pilot study. For Phase I, the four treatment groups of related instruction, directed work experience, a combination of related instruction and directed work experience, and a control group were evaluated in a three-way analysis of covariance design. No statistical differences in the various treatment combinations were found although students with no exposure to related instruction scored higher on the work-opinion inventory. Phase II of the study evaluated the principles approach in teaching agricultural subject matter based on a standardized agricultural achievement test. It was found that the achievement of subjects taught by the principles approach was equal to or significantly greater than the control group. A major problem in Phase I was lack of an adequate dependent variable measurement, and in Phase II it was difficult to get teachers to completely adopt the new method of instruction. Appended are the instruments used in the study, the agricultural principles taught, and a course of study for off-farm agricultural occupations.

Huber, Harold H., and Williams, David L. "A Follow-Up Study Provides Information for Evaluation." The Agricultural Education Magazine, Vol. 43, No. 8, February, 1971, pp. 194-5.

In this study, information was provided regarding student retention in the curriculum. The success of graduates of post-secondary agricultural mechanics curricula was also investigated, with data showing that most students completed in two years and secured employment in their chosen field.

Iverson, Maynard J. and Bender, Ralph E. "Agricultural Technician Education in Ohio--1969-70." Columbus, Educational Resources Information Center, ERIC Document VT 012 881, February, 1971, 154 pp.

The study sought to identify the characteristics of students in the technical agriculture programs in Ohio and to determine the association between selected student characteristics, their success in the program, and their success in the world of work. The population included 425 students in eleven agricultural technology programs conducted at eight schools during the 1969-70 school year, plus the 1969 spring graduates of four programs and their employers.

Iverson, Maynard J. and others. "Student and Program Characteristics of Technical Agriculture Programs in Ohio." U. S., Educational Resources Information Center, ERIC Document ED 047 114, April, 1970, 128 pp.

To identify the characteristics of students in the technical agriculture programs in Ohio and to determine the association between selected student characteristics, their success in the program, and their success in the world of work, this research report was conducted by staff members of The Ohio State University Agricultural Education Department. The population of this study included all students and findings are: (1) technical education in agriculture has grown at the rate of one new program, 33 additional students, and 11 more graduates per year on the average, (2) age of enrollees averaged 18.8 years in 1968--down from 20.1 over the past five years, (3) upon graduation most students took training-related jobs and stuck to them, (4) salaries of graduates rose substantially from previous years, (5) employers reporting on job skills indicated that graduates were adequately prepared for the duties on the job, and (6) development of important general abilities. Data collection instruments and tables are appended.

Kuznik, Anthony. "Follow-Up and Evaluation of Graduates and Employer Evaluations of Graduates in Minnesota Collegiate-Technical Education." U. S., Educational Resources Information Center, ERIC Document ED 107 325, October, 1975, 13 pp.

This document contains the reports of two studies concerning the graduates of the University of Minnesota Technical College (UMTC) at Crookston. The first report analyzes the results of a survey of all graduates (1966-72) and of 1972 graduates in particular. It was found that most of the graduates were employed; of these, 82 percent were employed in fields they had prepared for at the college, and 88 percent were employed at the mid-management or semi-professional level. Most of the graduates had remained in rural areas, 66 percent in communities of less than 10,000 and 30 percent in communities of less than 2,000. The report concludes that UMTC can be considered accountable in that

its main mission is to prepare individuals for future employment at the mid-management or semi-professional levels in agricultural and related fields and to prepare them for service to rural communities. The second report discusses the results of a survey of the opinions of the employers of UMTC graduates. Results indicate that employers rated the college highly in terms of preparing graduates for jobs, that UMTC graduates compared very favorably with other employees, that a substantial number of graduates had been promoted since their initial hiring, that males were promoted more often than females, and that approximately 99 percent of the employers would hire other UMTC graduates.

Langbehn, William A. "A Study of Vocational Agriculture in the Schools of the Phoenix Unit High School System." U.S., Educational Resources Information Center, ERIC Document ED 011 285, July, 1966, 87 pp.

The objectives of the study were to (1) determine the effectiveness of vocational agriculture in the Phoenix, Arizona, schools, (2) identify occupational opportunities in agriculture, (3) identify enrollee characteristics, (4) recommend vocational agriculture objectives and content, (5) determine enrollment motives, and (6) check the status of slow learners in the program. The study included a follow-up of 55 former enrollees, an occupational opportunity survey, an examination of student records for former enrollees, and a five percent sample of current enrollees in nine high schools to compare 36 family and student characteristics, and a vocational interests survey of 80 students in the program. Although the program had not placed many in agriculture and the attrition rate was high, it was effective in fostering educational and occupational aspirations in students. Agricultural employment opportunities were declining. The few slow learners in the program did better in vocational agriculture than in other subjects. Student interest in vocational agriculture was limited. It was recommended that (1) more productive student selection techniques be instituted, (2) counselors be better informed about the program, (3) more publicity be given to the earnings of students in connection with their projects, (4) employment potential be studied, (5) the program be tailored to needs, and (6) opportunities for cooperation with other vocational programs be studied.

Lamers, Gerald Raymond. "Factors Related to Occupations of Farm-Reared Male Graduates of the Earlham Community High School." U. S., Educational Resources Information Center, ERIC Document VT 011 737, 1970, 104 pp.

To determine the factors related to the occupations of 163 farm-reared male graduates of an Iowa High School during 1945 to 1965, this study utilized questionnaires and the cooperation of the high school administration. Findings of this study are grouped by descriptors of the graduates and factors related to their occupations, and have implications for improvement in the

secondary education program of farm boys. An exploratory program should be developed in vocational agriculture for students in the 8th grade. Changes should be made in the Future Farmers of America activities and in the instructional program in agriculture to meet the needs of those interested in agricultural related occupations. Production agriculture should be stressed by additional instructional material for those entering farming.

Magisos, Joel. "Occupations of Former Vocational Agriculture Students in the State of Washington." U. S., Educational Resources Information Center, ERIC Document ED 018 542, June, 1966, 23 pp.

The objectives of the study were to determine the occupational status of former students, the extent to which their employment was related to training in vocational agriculture, the effect of enrollment tenure on eventual employment, and the employment rate. The sample from 12 schools included 794 former students who graduated or dropped out of high school during the school years 1955-56, 1958-59, 1961-62, and 1964-65. Of the former students, 10.78 percent were in full- or part-time farming, 15.75 percent in off-farm agricultural occupations, and 11.95 percent in mechanical occupations. Of the total sample, 24.19 percent were unavailable for employment, military service being the principal reason. Unemployment was 0.33 percent, representing only two individuals. Less than four percent of the former students were unknown to the data gatherers. It was concluded that (1) 38.47 percent of the former students were in occupations related to vocational agriculture, (2) longer enrollment in the program seemed to increase chances of eventual employment related to vocational agriculture, and (3) unemployment among former students was negligible.

McMillion, Martin B. "Assembling and Using Occupational Data Concerning Former Students of Vocational Agriculture in Virginia." U. S., Educational Resources Information Center, ERIC Document ED 103 583, August, 1974, 108 pp.

A statewide follow-up, personal interview survey was made of 1,396 Virginia vocational agriculture graduates, from the classes of 1968 through 1972 and representing 34 percent of the total, to ascertain the percentage who made use of 144 content items usually taught in vocational agriculture, and whether used items were used on- or off-the-job. Content items were categorized under: guidance and leadership; livestock, poultry, and the products; plants and soils; agricultural mechanics; operation of agricultural businesses; and general. Data on educational and occupational background for the graduates, and their responses to the instrument, are tabulated. The lengthy discussion of results emphasizes the need for caution in their interpretation, particularly since no claim is made that the sample is representative. The implications of the results for curriculum adjustment are discussed and recommendations made.

Neavill, Arthur T. "Assessing Outcomes of Instruction in Vocational Agriculture." The Journal of the American Association of Teacher Educators in Agriculture, Vol. 15, No. 3, November, 1974, pp. 1-4.

This article presents findings from a statewide Ohio study designed to assess the extent to which students completing two years of vocational agriculture in grades nine and ten know and understand some of the basic principles of agriculture. Level of mastery was measured in agricultural occupations, leadership, animal science, crop and soil science, and agricultural mechanics, with percentages scoring higher than 75 percent being 37 percent, 10 percent, 27 percent, 15 percent, and 31 percent, respectively.

North Carolina State Department of Public Instruction. "A Follow-Up of Former Students of Vocational Agriculture High Schools of North Carolina (For Fiscal Year Ending June 30, 1966)." Raleigh, Educational Resources Information Center, ERIC Document VT 002 845, 1966, 3 pp.

A form for use in conducting a follow-up study of former students of vocational agriculture high schools for the 1965-66 school year and instructions for completing it are presented. Information is requested on (1) occupational classification, (2) sex, (3) total number completing program requirements, (4) number not presently available for placement, (5) number in labor force, (6) number unemployed, (7) number with status unknown, and (8) number who left prior to normal completion time with marketable skills. One completed report is to be submitted to the school, the superintendent, and the state supervisor.

"Occupational Status of Former Students of Vocational Agriculture in Mississippi in 1960." A study conducted jointly by the State Board for Vocational Education, Jackson, Mississippi, and the Agricultural Education Department, Mississippi State University, May, 1961, 11 pp.

This study is introduced with the question, "What becomes of boys who study vocational agriculture in high school?" The answer is pursued through surveys of 4826 boys in fourteen schools in Mississippi who had studied one or more years of vocational agriculture. The data showed that 32 percent were farming (part- and/or full-time), 10 percent were working in agricultural occupations related to farming, 50 percent were working in non-agricultural occupations, and 8 percent in military service or in college.

Poitevin, Howard L. "Where Are Your Male Graduates Employed?" The Agricultural Education Magazine, Vol. 43, No. 8, February, 1971, p. 191.

This article uses a study of 372 male graduates from North High School, West Union, Iowa, to answer where the graduates are, types of occupations they are in, and factors related to their choice of an occupation.

Priebe, Donald W. "A Study of the Job and Educational Experience of the 1959 Vocational Agriculture Graduates of Selected North Dakota High Schools." U. S., Educational Resources Information Center, ERIC Document ED 016 098, August, 1967, 36 pp.

The specific objectives of the study were to determine the present job status, the job or educational status as of October, 1959, the highest level and nature of formal educational experiences, the number of different types and grades of jobs held, and the present geographical location of the graduates who had completed three or more years of vocational agriculture. About 70 percent, 120, of the 170 mailed questionnaires were returned. Some findings were--(1) 51, 42.5 percent, of the graduates were engaged in agricultural occupations as of October, 1959, (2) 68, 56.7 percent, were engaged in agricultural occupations in 1967--43 in production agriculture, 17 in agribusiness, and eight in professional agriculture, (3) 20, 16.7 percent, had some college training in agriculture, the same number had nonagricultural college work, 22 had college degrees, and 44 had no formal training beyond high school, (4) 48, 40 percent, had held only one, and 97, 80.8 percent, had held three or fewer different types or grades of jobs, and (5) 80 of the 120 graduates were living in North Dakota, 61 in the communities from which they graduated from high school. It was concluded that more vocational and technical education should be provided, and schools should guide and encourage students to enter these educational programs. It was recommended that more studies of this type be conducted using other graduating groups and control groups. A list of participating schools, the questionnaire, and a bibliography are included.

Quesada, R. M. and Seaver, S. K. "Education, Employment, and Income of High School Vocational Agriculture Graduates." Storrs, Educational Resources Information Center, ERIC Document ED 073 309, November 72, 481 pp.

In order to evaluate vocational agriculture education in 21 Connecticut high schools for the purposes of developing or updating curriculums, this study intended to: (1) determine employment rates of vocational agriculture graduates in agricultural areas, (2) determine post-secondary educational attainment levels, (3) determine variables affecting income levels for each graduating class, and (4) compare income, education, and employment classifications. Data obtained from high school vocational

agriculture graduating classes of 1961, 1964, 1967, and 1970 by means of a mail questionnaire and 20 interviews revealed that: (1) enrollment has doubled from 1961 to 1970, (2) post-secondary education was positively correlated with the level of income and (3) about 10 percent of the vocational agriculture graduates attended a four-year college. Multiple regression analysis supported the hypothesis that the mean salaries of persons employed in the non-farm sector were higher than those working on the farm. An analysis of variance substantiated the fact that work experience is positively correlated to higher income levels. Although most students value the FFA, the 1970 survey showed that many respondents felt that FFA has become impersonal and has ignored new fields related to agriculture.

Roberts, Roy W. "Evaluation of the Effectiveness of Instruction in Agricultural Mechanics for Vocational Agriculture Students in Arkansas Who Enter Non-Farming Occupations." U. S., Educational Resources Information Center, ERIC Document ED 013 875, July, 1965, 55 pp.

To evaluate the effectiveness of a new program, a study was conducted to determine--(1) occupations entered, (2) effect of number of years in vocational agriculture on occupational choice, (3) mechanical skills useful in the occupation, (4) additional skills needed, and (5) changes needed in the course of study. The sample included 802 former students who returned questionnaires to 147 of the 326 vocational agriculture teachers in the state. Of the former students available for employment after leaving school, 86 percent entered occupations other than farming, and 73 percent were employed in the same county in which they attended high school. The highest frequencies of employment occurred in the manufacturing industries at the unskilled or semiskilled level. Skills acquired in agricultural mechanics were deemed useful by 82 percent, and 32 percent indicated a need for additional skills. Useful skills were acquired in machinery maintenance, woodwork, electricity, carpentry, and tool fitting. Rope work, glazing, hot-metal, and drawing were not useful. The important additional skills needed were machinery maintenance, blueprint reading, gasoline engine maintenance, and welding. Recommendations were made to increase emphasis on agricultural mechanics, improve facilities, and continue development of the agricultural mechanics curriculum.

Robinson, Ted Richard. "Factors Related to the Occupations of Iowa Farm Male High School Graduates." U. S., Educational Resources Information Center, ERIC Document ED 019 467, August, 1964, 24 pp.

Questionnaires sent to 8,281 male graduates of 189 Iowa high schools from 1950 to 1954 investigated the relationship of selected geographical, environmental, educational, and socio-economic factors to the occupations of the graduates. The final population of the study was 6,107 graduates composed of those who had enrolled in six or more semesters of vocational agricul-

ture and those whose fathers were farming on the day their sons graduated or were farming during most of the time their sons were in high school. Some findings were--(1) 29.63 percent of the graduates were engaged in farming or were employed as farm managers, (2) graduates engaged in farming or off-farm agricultural occupations tended to remain in their home communities more then the nonagriculturally employed graduates, (3) graduates classed as professional and technical, managers and proprietors, clerical, sales, and craftsmen migrated more extensively than was expected, and (4) a higher percentage of those from a higher level of living index and from larger home farms was classified as farmers and farm managers. Pilot programs are needed to develop an educational curriculum which will be more beneficial to graduates engaged in off-farm agricultural occupations.

Rodgers, John H. "Occupations of South Carolina's Vocational Agriculutre Students Completing a Prescribed Course, 1959-63." U. S., Educational Resources Information Center, ERIC Document ED 018 559, June, 1964, 19 p.

The purpose of the study was to determine the occupational status of students with at least two years of vocational agriculture who graduated or left school during 1959-1963. Data on 21,148 former students were collected by questionnaires from nearly all of the vocational agriculture teachers in the state. It was found that, of those available for employment, over 57 percent held agricultural jobs, and less than 43 percent were in nonagricultural jobs. Of those employed in non-farm occupations, 2,325 were identified as having benefited from vocational agriculture. Over 13 percent of the entire group were in the Armed Forces, 7 percent were attending colleges, and nine percent were unknown, deceased, or unemployed. Over 40 percent of those in the Armed Forces were in farming prior to induction.

Southern Region Research Committee. "What Constitutes An Effective Program of Vocational Agriculture in a Community." Report of a Southern Region Study in Vocational Agriculture, October, 1956, 64 pp.

A regional effort, this study is based on interviews of more than 1200 in-school students, young farmers, adult farmers, vocational agriculture teachers, principals, and superintendents from 235 schools in twelve southern states. Conclusions and implications focus on the purpose of vocational agriculture, who should enroll, who should teach, how and where teaching should occur, who should have input, what should be included in the curriculum, length of classes and programs, and criteria to measure program effectiveness.

Smith, Roddy J., and Durkee, James. "A Follow-Up of Agricultural Students from Wyoming Community Colleges." The Agricultural Education Magazine, Vol. 48, No. 9, March, 1976, pp. 203,210.

Responses to 19.51 percent of 651 questionnaires mailed to former agricultural students (1968-73) from Wyoming community colleges to determine the effectiveness of agricultural education programs provided specific information in the following general categories: job placements, reasons for program choice, and program improvements. Six recommendations to the colleges are included.

Theodorou, Nicholas T. "A Study of Former Students of Vocational Agriculture in the Watkins Glen Ares." Cornell University Agricultural Experiment Station Bulletin 848, 1948.

The primary objective was to obtain information about the occupational status of former students of vocational agriculture in the Watkins Glen High School (New York) area. The group studied included 396 former students who graduated between 1923 and 1947. Of those 396, 84 were in farming (65 full- and 19 part-time); 14 were in occupations related to farming; 54 in industries; 14 in trades; 17 in transportation; 17 in professional work; 16 in public services; 16 in clerical work; 10 in mining; 15 in different personal services; 29 in the Army and Navy; 21 were war veterans who were unemployed; and 99 were of unknown residence or deceased.

Thompson, John F. "Mr. Vo-Ag Teacher--I Am Different:--An Analysis of Agribusiness Students in Vocational Agriculture." The Agricultural Education Magazine, Vol. 44, No. 9, March, 1972, pp. 221-222.

Sharp differences have been found between students in farm and non-farm vocational agriculture programs, and student's place of residence appears to be the most critical variable in designing agribusiness programs.

Thompson, John F. "Pilot Programs in Vocational Agriculture: An Analysis of Graduates 1969 and 1970." Washington, D. C., Educational Resources Information Center, ERIC Document VT 015 377, 1973, 21 pp.

Data were gathered from the graduates of the first two years of a pilot program in vocational agriculture to represent their status six months after high school graduation. The second year data obtained from 126 graduates are the primary focus of this report. It was found that 66 percent of the graduates sought employment immediately after graduation, with more non-farm graduates tending to seek higher education. A major in agriculture was chosen by 43 percent of the graduates who went on to higher education. Most of the graduates got their

first full-time jobs within two weeks after graduation. The pilot program prepared students for their home areas as 79 percent of the graduates worked within 10 miles of their high school home. Personal interest in the work was most frequently stated as the reason for taking a job. High school experiences related to jobs were rated good to excellent except for guidance, which was rated fair to good. Graduates with higher vocational maturity scores tended to express greater satisfaction with their jobs and previous educational experiences and to go on to higher education, rather than taking a job immediately after high school.

Tredway, Richard. "Graduate Placement: Proof of a Post-Secondary Agribusiness Program." The Agricultural Education Magazine, Vol. 45, No. 12, June, 1973, pp. 271-2.

An agribusiness program is described, with evidence of quality being evaluative judgments made by an advisory committee. The evaluating group found the program's strengths to be supervised work experience, relevance to needs of agricultural industry, low attrition rate of students, good student-staff relations, and student interest in the program.

Wayman, W. H. "Occupations of West Virginia's American Farmers and Past State FFA Officers." The Agricultural Education Magazine, Vol. 43, No. 3, September, 1979, p. 61.

Students who had served as state FFA officers in West Virginia and/or received the American Farmer Degree between 1930 and 1969 were surveyed. The article indicates their occupational status, educational level, and place of residence.

Wood, Eugene S. "An Evaluation of Illinois Post-High School Educational Programs in Agriculture." U. S., Educational Resources Information Center, ERIC Document ED 018 543, September, 1967, 67 pp.

The major objective of this study was to analyze the influence of five post-high school agricultural programs on students and to determine the success of these students when employed. A total of 183 first-year and 38 second-year students, 17 dropouts or transfers and 26 graduates were studied. Information was collected from high school records and job evaluation forms completed by students, graduates, college supervisors, and employers. The employers and college supervisors, in general, rated all student employees high in integrity, dependability, cooperation, courtesy, personal appearance, attitude, and emotional stability and average in initiative, judgment, and leadership. Both college supervisors and employers rated them lower on skills than on general traits. Employers indicated that 95 percent of the on-the-job training students would be acceptable as permanent employees. The

majority of students indicated a preferance for a two-year program although one-third were interested in a course of more than two years. Of the graduates, only 11.5 percent were employed outside of agriculture. Over one-half remained as permanent employees at their on-the-job training station. The average annual salary of the 13 reporting it was $5,746. They rated on-the-job training and course work in agriculture as the most valuable part of the training program. Nearly three-fourths indicated they would like additional training in the field in which they specialized. A secondary school record form, study evaluation forms, and other related information are included.

APPENDIX

Appendix A

Columns (1-10) | | | | | | | | | | |

For Office Use Only

FOLLOW-UP SURVEY OF FORMER VOCATIONAL AGRICULTURE/AGRIBUSINESS STUDENTS

Instructions: Please read each statement and respond as indicated. Check only one item under each heading unless otherwise instructed. Your individual answers will be kept confidential.

I. General Information

(11,12) A. Age (in years) _____

(13) B. Sex
( ) 1. Male
( ) 2. Female

(14) C. Race
( ) 1. Black
( ) 2. White
( ) 3. Spanish surname
( ) 4. Other, please specify _____

(15,16) D. Educational Level (circle highest grade completed)

8 9 10 11 12 (High School) 13 14 15 16 17 (College)

(17) E. Years of High School Courses in Vocational Agriculture
( ) 1. Less than one year
( ) 2. One year
( ) 3. Two years
( ) 4. Three years
( ) 5. Four years
( ) 6. Other (please specify) _____

(18) F. Years of Membership in the Future Farmers of America (FFA)
( ) 1. Less than one year
( ) 2. One year
( ) 3. Two years
( ) 4. Three years
( ) 5. Four years
( ) 6. Other (please specify) _____

(19) G. Highest Degree of Membership That You Received
( ) 1. None
( ) 2. Greenhand degree
( ) 3. Chapter Farmer degree
( ) 4. State Farmer degree
( ) 5. American Farmer degree

(20) H. Years you were involved in the Supervised Occupational Experience Program in Vocational Agriculture (also called summer projects, part-time work in agriculture, supervised farming programs, off-farm placement, co-op programs, supervised work experience in agriculture, etc.)
( ) 1. Less than one year
( ) 2. One year
( ) 3. Two years
( ) 4. Three years
( ) 5. Four years
( ) 6. Other (please specify) _____

(21) I. Years in Adult/Young Farmer Classes in Agriculture (evening, or continuing education classes)
( ) 1. Less than one year
( ) 2. One year
( ) 3. Two years
( ) 4. Three years
( ) 5. Four years
( ) 6. Other (please specify) _____

(22) J. Where You Lived Most of Your Life
( ) 1. On a farm
( ) 2. In a rural area but not a farm
( ) 3. In a small town
( ) 4. In a city

(23) K. Annual Gross Income - before taxes (will be strictly confidential)
( ) 1. Less than $5,000
( ) 2. $5,000 - $9,999
( ) 3. $10,000 - $14,999
( ) 4. $15,000 - $19,999
( ) 5. $20,000 - $24,999
( ) 6. $25,000 - $29,999
( ) 7. $30,000 - $34,999
( ) 8. Over $35,000

(OVER)

L. Current Occupational Status (answer as many as apply)

(24) ( ) 1. Full-time farmer or rancher.
(25) ( ) 2. Part-time farmer or rancher (estimate the percentage of time devoted to farming or ranching: _____%).
(26) ( ) 3. Agribusiness employee (examples: farm machinery parts clerk, duster pilot, chemical salesperson, feed mill employee, meat inspector, etc.) Please name your occupation_____
(27) ( ) 4. Horticulture employee (examples: greenhouse worker, retail florist worker or owner, garden center employee, etc.) Please name your occupation_____
(28) ( ) 5. Forestry/Natural resources employee (examples: logger, forest cruiser, park employee, wildlife conservation officer, etc.) Please name your occupation_____
(29) ( ) 6. Agricultural mechanics employee (examples: farm machinery mechanic, farm machinery mechanic's helper, welder, etc.) Please name your occupation_____
(30) ( ) 7. Professional agricultural employee (examples: vocational agriculture teacher, extension agent, veterinarian, etc.) Please name your occupation_____
(31) ( ) 8. Non-agricultural occupation (examples: military service, textile worker, banker, etc.) Please name your occupation_____
(32) ( ) 9. Currently attending college (major_____)
(33) ( ) 10. Currently unemployed (please give reason_____)
(34) ( ) 11. Self-employed in agriculture (on or off farm).
(35) ( ) 12. Self-employed in an occupation not related to agriculture.

II. Opinions of Your Vocational Agriculture/Agribusiness Experience in High School

Instructions: Please give your opinion about each of the following statements. If you strongly disagree, circle "1"; if you disagree, circle "2"; if you are undecided or do not know, circle "3"; if you agree, circle "4"; if you strongly agree, circle "5".

		Strongly Disagree SD	Disagree D	Undecided U	Agree A	Strongly Agree SA
	A. My Experiences in Vocational Agriculture/Agribusiness - FFA:					
(36)	1. Helped me learn how to work	1	2	3	4	5
(37)	2. Taught me skills useful in an agricultural career	1	2	3	4	5
(38)	3. Taught me skills useful in a non-agricultural career	1	2	3	4	5
(39)	4. Helped me to choose an occupation	1	2	3	4	5
(40)	5. Helped me to enter and advance in an agricultural occupation	1	2	3	4	5
(41)	6. Helped me to enter and advance in a non-agricultural occupation	1	2	3	4	5
(42)	7. Helped me to learn how to get along with other people	1	2	3	4	5
(43)	8. Helped me develop leadership skills	1	2	3	4	5
(44)	9. Helped me learn how to participate in meetings	1	2	3	4	5
(45)	10. Helped me to stay in school	1	2	3	4	5
(46)	11. Encouraged me to go to college	1	2	3	4	5
(47)	12. Were good for me	1	2	3	4	5
(48)	13. Were of no benefit to me	1	2	3	4	5
(49)	14. Were such that if I had it to do over I would enroll in Vocational Agriculture/Agribusiness - FFA again	1	2	3	4	5
	B. My Teacher(s) in Vocational Agriculture/Agribusiness - FFA:					
(50)	1. Encouraged me to enter an occupation in agriculture	1	2	3	4	5
(51)	2. Encouraged me to major in agriculture in college	1	2	3	4	5
(52)	3. Provided me with information on careers outside Ag	1	2	3	4	5
	C. In My Opinion The Vocational Agriculture/Agribusiness - FFA Program:					
(53)	1. Should emphasize only farming in its instruction	1	2	3	4	5
(54)	2. Should emphasize farming and agribusiness in its instruction	1	2	3	4	5
(55)	3. Is useful to farmers in the community	1	2	3	4	5
(56)	4. Is useful to agribusiness persons in the community	1	2	3	4	5
	5. Should include, along with other instruction:					
(57)	a. FFA activities	1	2	3	4	5
(58)	b. Supervised occupational experience in agriculture (work experience) for students	1	2	3	4	5
(59)	c. Laboratory instruction (shop, greenhouse, forestry plots)	1	2	3	4	5
(60)	d. Agriculture/agribusiness instruction for adults with career interests in agriculture	1	2	3	4	5
(61)	6. Should have teachers available year-round (including the summer) to help farmers and other agricultural employees, vocational agriculture/agribusiness students, and FFA members with problems associated with agriculture	1	2	3	4	5

Appendix B

- Sample Letter to Former Students -

Dear

You have been identified as a former student in Vocational Agriculture and as a person who would be willing to help improve the program throughout the State.

We are working together with other states in the Southeast to collect information about Vocational Agriculture from a small sample of former students like yourself.

Your opinions are essential in this research since such information cannot be obtained elsewhere. Please take a few minutes to complete the enclosed questionnaire. A stamped, return-addressed envelope is included for your convenience. May we hear from you this week?

Thank you in advance for your cooperation.

Sincerely,

Enclosures

Appendix C

Statement of the Human Subjects Committee

AUBURN UNIVERSITY

AUBURN ALABAMA

36830

Office of Contract and Grant Development

Telephone 826-4793
Area Code 205

January 8, 1979

Dr. Maynard J. Iverson
Department of Vocational and Adult Education
115 Petrie Hall
Campus

Dear Maynard:

As you probably know from our discussions, Auburn University has had a formalized policy and procedures for the review of proposals or projects involving human subjects for nearly ten years. The policy and procedures has evolved over the years and is currently in compliance with 45 CFR 46, "Protection of Human Subjects" as revised and amended. The policy and procedures includes the establishment of a Human Subjects Committee (Institutional Review Board) with an appropriate membership. The Committee primarily reviews proposals submitted to the Department of Health, Education and Welfare and to the U. S. Department of Agriculture.

Normally the Human Subjects Committee would not review something like the Prospectus entitled "The Role of the High School Vocational Agriculture Program in the Occupational Success of Graduates--A Cooperative Project of the Southern Research Conference in Agricultural Education" since it is not required by the policy and procedures and since the risks to the "human subjects" are extremely minimal. The Committee has reviewed the Prospectus and approves it. The only significant comment from the Committee was that further information could have been included to indicate how the information would be kept confidential.

The Human Subjects Committee is pleased to provide its approval of the Prospectus and trusts that the study will provide useful information to Agricultural Education.

Sincerely yours,

Encel H. Dodge

Encel H. Dodge
Acting Chairman
Human Subjects Committee

EHD:lpl

A LAND-GRANT UNIVERSITY